

St George's, University of London

2019.20 Access and Participation Plan

1. Assessment of current performance

St George's is the UK's only independent medical university, with all other medical schools being part of far larger higher education institutions. With a specialist portfolio of healthcare programmes, a high proportion of our young, full-time undergraduate student intake (32%) is accounted for by the MBBS medicine programme. Widening access to medicine is particularly challenging given the very high level of competition, the requirement for particularly high pre-entry academic (and non-academic) achievement and the extended length of the medical degree.

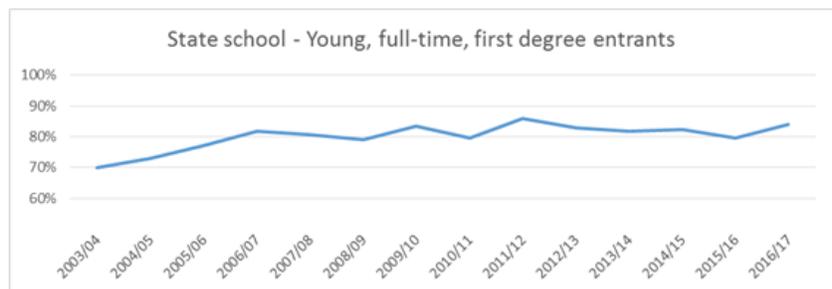
Student success and progression outcomes for St George's undergraduate students continue to be strong, and our access record continues to improve. All our outreach activity is targeted at under-represented school and student groups and our record in attracting students from under-represented groups in comparison to other UK Medical Schools is strong.

1.1. Access

In assessing our access record, we have referenced the primary HESA Performance Indicators (KPIs) for WP: the proportion of students from state schools and colleges; the proportion of students from low participation neighbourhoods; and the proportion of students from NS-SEC classes 4-7 (calculated internally). It is noteworthy that, with a small undergraduate population, relatively small differences to student intake and demographics can have a marked impact on our annual HESA key performance results.

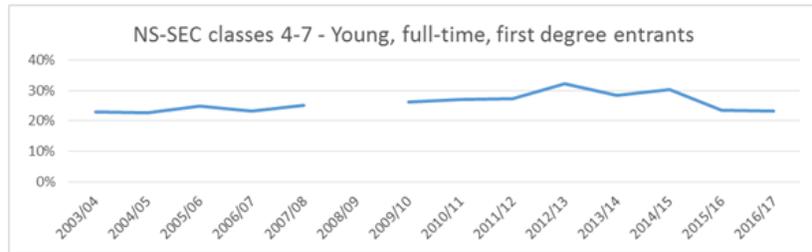
Graph 1: Enrolment of young, full time, first degree entrants from state school (Access Agreement monitoring return results)

Overall, there has been a modest increase in the percentage of young, full time, first degree entrants from state schools over the past 14 years, rising from a low of 70% in 2003/04. However, progress has not been steady, with the proportion of entrants from state schools fluctuating from year to year, peaking at 86% in 2011/12.



Graph 2: Enrolment of young, full time, first degree entrants from low socio-economic backgrounds (Access Agreement monitoring return results).

There has been little variation in the proportion of young, full time, first degree entrants from NS-SEC classes 4 to 7 since 2003/04, with a peak of 32% in 2012/13.



NB. 2008/09 HESA data was suppressed as changed methodology meant it was not comparable. % for 2015/16 and 2016/17 calculated from HESA data as figure is no longer supplied as part of HESA KPIs.

Graph 3: Enrolment of young, full time, first degree entrants from low participation neighbourhoods (Access Agreement monitoring return results)

The percentage of young, first degree entrants from low participation neighbourhoods peaked at 11% in 2003/04, fell to 6% in 2005/06 and has remained fairly steady since. It rose to 7% in 2011/12, but has otherwise remained within a fairly narrow range.

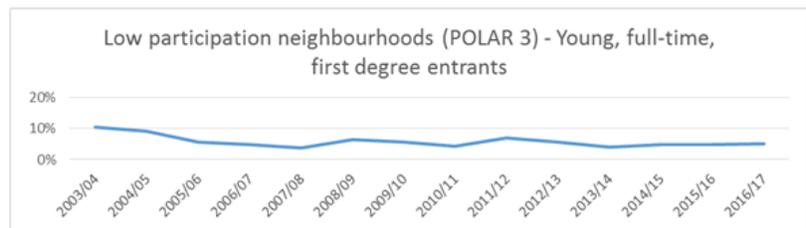


Table 1: Enrolment of students from BAME UK domiciled groups (All student population)

The percentage of students from BAME backgrounds (UK-domiciled) enrolling at St George’s has increased over the past four years, from 41% in 2013/14 to 49% in 2016/17, and St George’s ranking in the sector has risen annually.

Ethnicity: % of students from BAME UK domiciled groups		
Year	PI	Sector Ranking
2016/17	49	16 th
2015/16	46	18 th
2014/15	43	19 th
2013/14	41	20 th

In 2017, the Medical Schools Council (MSC) Selection Alliance group facilitated access to longitudinal HESA data on medical schools entry profiles (2002-2015). Analysing St George’s performance against the sector confirms our comparable success in attracting and enrolling students from under-represented groups onto our MBBS5 (standard entry) and MBBS4 (graduate entry) programmes. This data was purchased from HESA by the MSC and we do not have permissions to re-publish it here.

1.2 Student Success

Table 2: Non-continuation rates of St George's students following year of entry (Full-time, first degree population)

The percentage of St George's students no longer in higher education following their year of entry has fluctuated over the past four years. As the differences between institutions are quite minimal, small variations in the PI can lead to large changes in ranking, with St George's moving from 4th to 33rd between 2015/16 and 2016/17, when the PI rose from 2.1 to 3.8.

Retention: % Full-time first degree entrants no longer in HE following year of entry			
Year	PI	Benchmark	Sector ranking
2016/17	3.8	3.6	33rd
2015/16	2.1	3.3	4th
2014/15	2.5	3.4	13th
2013/14	3.3	3.9	23rd

NB. Success is demonstrated through a low performance indicator result (PI) as this metric shows the proportion of students who did not progress.

Table 3: Student success among WP groups (full time, UG degree population)

2014/15, 2015/16 and 2016/17 graduating/withdrawing cohorts	<i>% of UG students who graduated with their intended award, within 2 years of the normal length for their degree</i>	<i>% of 1st and Upper 2nd class degree attainment among BSc students who achieved their intended degree</i>	<i>% of students on the 5 year MBBS degree who passed the MBBS program successfully</i>
All students (including those in WP groups)	85% (1349/1587)	73% (650/894)	93% (466/503)
<i>Parents did not attend HE</i>	83% (368/446)	69% (195/283)	90% (86/96)
<i>POLAR3 quintiles 1&2 (low participation in HE)</i>	85% (181/212)	74% (96/130)	96% (52/54)
<i>NS-SEC 4-7 (low social class)</i>	84% (629/747)	69% (315/458)	92% (175/190)
<i>Students with a disability</i>	82% (191/232)	69% (76/110)	90% (86/96)
<i>BAME students</i>	84% (806/961)	66% (345/521)	92% (294/321)
<i>Asian students (including mixed)</i>	85% (545/639)	66% (217/330)	92% (221/239)
<i>Black students (including mixed)</i>	78% (176/225)	64% (89/138)	87% (41/47)
<i>Mature Students (21 and over)</i>	84% (304/363)	80% (182/228)	90% (80/89)

NB: Degree result on MBBS course is recorded as Pass/Fail. Care leavers were not included as their numbers were not sufficient for analysis.

Student success was examined across multiple outcomes for three cohorts of full time undergraduate students: those graduating or withdrawing in the 2014/15, 2015/16 and 2016/17 academic years.

For most groups of WP students, there was little variation in the rate at which they graduated with their intended award within 2 years of the normal length for their degree. The largest shortfall was among Black students, who graduated with their intended award at a rate of 78%, compared with a rate of 85% for the cohort overall.

There was more variation in the percentage of students achieving a 1st or Upper 2nd class degree. Students from POLAR3 groups 1 and 2 and Mature students outperformed students overall, but other WP groups underperformed compared with students overall. BAME students had a lower rate of 1st class and upper 2nd degree attainment, with Asian students at 66% compared with 73% for students overall, despite there being little difference in the rate at which they graduated with their intended award. Again, the biggest shortfall was among Black students, where 1st and Upper 2nd class degree achievement was only 64%.

Pass rates for MBBS students were relatively high among all WP groups. Again, students from POLAR3 groups 1 and 2 outperformed students overall, passing at a rate of 96%. Mature students, students whose parents did not attend higher education, and students with a disability performed more poorly than students overall, passing at a rate of 90%. Once again, the most poorly performing group were Black students, who passed the MBBS course at a rate of 87%.

1.3 Progression

Table 4: St George's graduates employed or in further study (Full-time, first degree population)

Employability: % Full-time first degree leavers employed or in further study			
Student group	2016-17	2015-16	2014-15
<i>Performance Indicator (PI) - SGUL</i>	97.8 (444/454)	99.2 (385/388)	99.1 (451/455)
<i>HESA Benchmark for SGUL</i>	Not available yet	90	99
<i>Sector ranking on PI</i>		5th	6th
Parents did not attend HE	96.9 (123/127)	98.9 (87/88)	98.3 (116/118)
POLAR3 quintiles 1&2 (low participation in HE)	100 (59/59)	100 (46/46)	100 (74/74)
NS-SEC 4-7 (lower socio-economic groups)	96.5 (110/114)	98.4 (61/62)	100 (111/111)
Students with a disability	98.7 (78/79)	100 (55/55)	98.7 (77/78)
BAME students	97.5 (233/239)	99 (189/191)	98.3 (236/240)
Asian students (including mixed)	96.9 (155/160)	99.2 (123/124)	98.2 (164/167)
Black students (including mixed)	98.1 (53/54)	100 (39/39)	100 (46/46)
Mature Students (21 and over)	98.9 (178/180)	99.4 (153/154)	100 (207/207)

The percentage of St George's graduates employed or in further study has remained high, climbing over the past five years from 95.6% in 2012/13 to 97.8% in 2016/17. St George's ranking in the sector has also risen consistently.

2. Ambition and Strategy

2.1 Principal's Statement

Shaping an inclusive culture at St George's, University of London is core to our current success and future ambitions. We recognise the value that diverse backgrounds, perspectives and experiences bring to our work and are determined to remove any perceived barriers to joining our community.

As the UK's only university dedicated to medicine, science and health, we are proud of our role in developing professionals who will go on to serve the public. We understand the importance of these professionals representing their communities in all their diversity, and hence how we can contribute to the future care and expertise that will support populations by opening up access to a St George's education.

We hold a strong institutional commitment to making St George's a place where all can thrive. Many of our students are driven to support this ethos and our 275 Student Ambassadors make a significant impact in encouraging school children to embrace opportunities in higher education in general and in healthcare and biomedical professions in particular.

In our Access and Participation Plan for 2019.20, we set out how we can build on work to date to raise aspirations and attainment among groups currently under-represented in higher education. We are also resolute in our pledge to reduce the gap in attainment which we have uncovered among BAME students. We will develop our understanding of the factors involved and take action.

There is a truly collaborative approach to widening access at St George's and I thank all those involved.

Professor Jenny Higham, Principal

From a strategic point of view, St George's established the Access Agreement Monitoring Group to oversee Widening Participation activities across the student lifecycle and align internal strategy with external requirements. This has helped us to identify priority areas and objectives in our Access and Participation Plan that are also reflected in St George's broader Strategic Plan 2017 – 2022.

Looking forward, we will continue to play a leading role in developing and delivering strategies to support students from under-represented backgrounds and will contribute to the priorities the OfS have identified across the student lifecycle.

We remain committed to improving our access record with continued focus and investment in this area, and review of our outreach and student recruitment activity and targeting policies. We are committed to raising both the aspirations and attainment of pre-entry students in the local area (South West London) and to increasing access to Medicine for underrepresented groups

Our ambition to making St George's a place where all can thrive drives commitments regarding student success and progression. We commit to balancing the provision of general and specific targeted support by integrating the development of learning in to the curricula, alongside self-refer enhancement activities. We will champion the student voice and work with students as partners to develop and enhance initiatives.

We will take a data-driven approach, establishing an evidence base for our activities that support students across the whole lifecycle, including comprehensive analysis of outcomes for student performance for underrepresented groups versus other groups.

Taking this approach has identified a priority area for improvement for St George's. Data in the assessment of our current performance shows that students with protected characteristics have, in general, similar degree attainment to their peers and to the HE sector (see section on Assessment of current performance). However, compared with other ethnic groups, black students do not perform so well and we identify this BAME attainment gap as a priority area for improvement. A main focus of the recently established Equality and Diversity Steering Group is to work to monitor, understand and address the BAME gap and we aim to be able to include a BAME-oriented target in the next Access and Participation Plan.

Our Inclusion, Data and Evaluation Officer and Student Experience and Graduation Coordinator will continue to work with the Student Union and course directors to promote and oversee focused and targeted improvement projects. Emphasis will be given to projects that ensure the greatest positive impact for underrepresented groups of students.

2.2 Target Groups

2.2.1 Access

A four tier school/college and pupil targeting policy is applied to prioritise schools and participants for all outreach activity. Under the policy, each outreach activity is assigned a level according to the type of intervention, number of places on offer, and commitment required by the participants.

The four targeting levels are;

Level 1: Micro level targeting. Students must meet very specific eligibility criteria for participation in St George's outreach activities, relating both to the school they attend and their individual circumstances. Student priority groups are; non-selective state school, no parental experience of higher education, NS-SEC 4-8 based on parental occupation/unemployment, disability/SEN, Local Authority care experience, claiming or eligible for free school meals (FSM)/post-16 bursary, \geq 20 IMD, Polar 3 quintile 1, boys (white working class) and Caribbean students.

Level 2: Macro level targeting. Students must attend a London state school that meets specific criteria for participation in St George's WP activities. Priority schools are; non-selective state schools in London with \geq 40% pupils eligible for FSM at any time during the past 6 years.

Level 3: All London state schools.

Level 4: Global information provision.

To accompany this is a database of all state schools in London, detailing the number and age range of the student population, GCSE and A-Level attainment, percentage of students receiving FSM and/or in Local Authority care, and the level of engagement with St George's outreach work since 2009/10. Using this data in conjunction with micro level targeting of students we prioritise schools, colleges and students accordingly.

With regards to admissions, our Adjusted Criteria Scheme is applied to candidates from non-selective state schools for our Medicine (MBBS5), Biomedical Science, Physiotherapy and Healthcare Science (Physiological Sciences) degrees.

2.2.2 Financial Support

Target groups for our financial support packages are outlined in section 3.4 Financial Support.

2.2.3 Success and Progression

General and specific targeted support. We balance the risks and benefits of providing general and specific targeted support. Support is provided to all students via timetabled learning development teaching as well as optional opportunities alongside the curriculum. This provides timetabled activity that addresses learning needs of all students, including those who may not self-identify for support, and also provides opportunity for personalised support when that best suits the student.

Disabled Students. There will be a continued emphasis on accessibility and inclusivity across teaching and services, driven by changes to Disabled Students' Allowances (DSA) which place this responsibility with the institution. There are also a number of students at St George's who have a disability but are not eligible for DSA or are likely to experience a shortfall in 2019/20. The additional fee income will be used for individual support measures which are not funded by DSA as well as to continue making improvements to assistive technology throughout the university, with the aim of increasing inclusivity. We will continue to fund the cost of diagnostic assessments for Specific Learning Difficulties (SpLD) for all students who are positively screened.

2.3 Collaborative Working

St George's is committed to working in partnership with organisations and networks as we recognise that this is a cost effective and efficient way of expanding our outreach work and supporting learners from non-traditional backgrounds. We will continue to review and monitor new and existing collaborative opportunities and partnerships working with organisations and groups as appropriate in what is a fast moving and changing environment. Some of our partners are detailed below.

Kingston University (KU)

Through this long established and successful partnership, with whom we run our joint Faculty of Health, Social Care and Education (FHSCE), we meet as required to consider opportunities for sharing resources and expertise. In the long-term, we aim to explore the viability of developing collaborative activities to ensure parity of approach across both institutions particularly in relation to the additional healthcare courses that have now come under the remit of the Access Agreement from 2017/18. This will enable us to consider the support for all learners either with an aspiration to study, or currently studying, health and social care sciences.

St George's programmes taught in collaboration with FHSCE share admission processes and the Faculty have adopted the use of Multiple Mini Interviews (MMI, see section 3.2.3) for Radiography, Physiotherapy, Paramedic, Nursing and the new Occupational Health programme.

St George's University Hospitals NHS Foundation Trust

We have strong links with St George's NHS Foundation Trust and reference shared objectives in our institutional strategies. We work with the trust to deliver the Healthcare Shadowing Scheme described in our Outreach activities.

Aimhigher London South (AHLS)

St George's is a member of the AHLS network which works to ensure fair access to higher education for young people from non-traditional backgrounds by linking schools, colleges, universities and education providers across London and the South East together to work effectively. Under the AHLS, we will also continue to work with the Looked After Children network (which draws together local authorities, higher education institutions and further education institutions in supporting students in Local Authority care) and continue to support London National Collaborative Outreach Programme (NCOP).

Medical Schools Council Selection Alliance

The Associate Dean (Admissions) sits on the Medical Schools Council (MSC) Selection Alliance group. Through this partnership, we contribute annually to a national outreach survey, enabling the MSCSA to map all initiatives and WP programmes that raise awareness of medicine within UK schools, and identify cold spots in provision.

University of London Association of Strategic Leaders of Widening Participation

WP leads from the colleges of the University of London meet once a term to share best practice and focus on common issues. In 2016, the group agreed to share project outcome data to support each institution in benchmarking the performance of their suite of activities. This recognises the importance not just of evaluating activity internally, but also of benchmarking across the sector. Data sharing looks at outcomes for summer schools and multi-intervention projects, and will continue on an annual basis.

Student Ambassadors

Student ambassadors are an essential part of the applicant experience at St George's. They support applicant days and interviews, guiding applicants and providing an opportunity to gain an insight into the student experience.

Open College Network London

We continue to work with the OCNL so that we can identify colleges delivering Access programmes that may be pathways to St George's programmes. St George's academic staff have worked with providers to ensure that the curriculum content of Access modules (particularly science) is adequate preparation for St George's programmes (particularly medicine). Our continued work with OCNL will increase the number of pathways to St George's professional healthcare programmes.

Our Students

Through relationship with our Student Union we have developed a process to support student-identified initiatives. This initiative dovetails with the values of the St George's Education and Students Strategy to ensure a positive student experience. This relationship with the SU and ring-fenced funds for student projects to enhance the student experience will continue annually.

Student acting as our Student ambassadors are an essential part of the applicant experience at St George's. They support applicant days and interviews, guiding applicants and providing an opportunity to gain an insight into the student experience.

2.4 Interaction and alignment to Equality & Diversity Strategy

Our EDI structure includes an Associate Dean for Diversity and Inclusion, Diversity and inclusion Manager, Disability Advisor and Student Equality Officers. The Associate Dean for WP sits on the Diversity and Inclusion working group, which feeds into the Diversity and Inclusion steering group. The role of both

groups is to ensure equality, diversity and inclusion for both students and staff is embedded within all levels of St George's institutional strategy and practice. From this, equality and diversity is embedded in to many student processes, for example all MMI assessors are required to complete online equality and diversity training prior to assessing.

The Academic Registrar sits on the Equality and Diversity Steering Group and the Athena SWAN self-assessment team. Work between Registry and the Recruitment Team is currently underway to review all applicant communications to ensure that they are clear, consistent, comprehensive and appropriate for all applicants.

In the context of financial support, a number of our students have chosen not to take out SLC funded students loans for ethical and religious reasons. These students will still be considered for a bursary award as long as they meet the remaining criteria. This approach ensures that our bursary package is inclusive, taking into account both household income and financial practices associated with faith and belief.

St George's has a thriving diverse student population and this is particularly celebrated during LGBT History Month, International Women's Day and Black History Month amongst others. Students are supported to develop their own activities along with university-led initiatives. As part of our work in Athena SWAN, we are looking to address intersectionality and so project Thrive focuses on inviting colleagues from different genders, ethnicities and abilities to talk and act as role models at sessions. The work on BAME attainment gaps in our Access and Participation Plan should benefit from initiatives such as this.

2.5 Monitoring and evaluation arrangements

2.5.1 Access

Outreach annual report

This report is disseminated to internal stakeholders, including senior management and the Access and Participation Plan Monitoring Group, and forms the basis of planning and development for the next academic year. The report includes:

- For all outreach activity, pre- and post- event evaluations (including and analysed evaluations from participants, parents (where possible), school/college teachers, Student Ambassadors, and WP staff).
- Key achievements
- Recommendations for improvement
- Expenditure
- Progress against our targets (outlined in table 8b of the excel resource)

Outreach Participant tracking

All outreach activity alumni of eligible age to apply to university are tracked annually against St George's student records management system (SITS). Data on the number of applications, offers and enrolments is recorded and disseminated to the Access and Participation Plan Monitoring Group and other key staff.

Analysis carried out in 2017 showed that the number of applications to St. George's from outreach event alumni had increased every year for the last five years (from 66 to 269 applications) and in each of those years the offer rate for this group also increased (from 37.9% to 57.2%). For 2017/18 the number of applications received from outreach event alumni remained high at 252 and we issued 95 offers.

We record data for protected groups who attend St George's outreach events, report on this annually to senior management and other relevant committees, and use it to inform and improve our outreach targeting policy and provision. As a result of this monitoring we give priority to white working class boys, black or black British Caribbean students, and students with disabilities for all outreach activity. We will continue to closely monitor data on all other protected groups to ensure our outreach activity is appropriately targeted and promoted.

Admissions

We regularly review interview practices to identify and ensure equity for all student groups, with particular reference to our target students and other groups of students identified with reference to the Equality Act 2010. An annual monitoring report of admissions and selection activity by programme is reported to each relevant course committee at the end of the academic year so that equality data and applicant profiles can be considered and recommendations made to admissions and recruitment teams to inform adjustments. A review of these reports is underway with a view to enhancing them for 2017/18.

We analyse applicant data in order to identify differences in offer and entry rates between demographic groups. This information will help to inform our fair admissions process and our outreach targeting policy. We will continue to monitor application, offer and entry rates for our Adjusted Criteria scheme, as well as tracking the success of students who enter through this route, as part of its ongoing evaluation.

We continue to review the structure and content of our MMIs to ensure they keep pace with best practice. International research has shown that the Situational Judgement Test reduces the differences amongst diverse groups because it measures non-cognitive abilities. We therefore introduced a Situational Judgement Analysis station within our medical MMI for 2018 entry and will be evaluating its performance following the cycle. Other innovations include the development of a video station to assess non-cognitive abilities in the Occupational Therapy MMI and a student project within Physiotherapy examining consistency and reliability between MMI assessors.

We are collaborating on research with the Medical Schools Council Selection Alliance (MSCSA) to develop and evaluate the effectiveness of MMIs across the UK. St George's Associate Dean for Admissions is the Chair of the MMI Expert Group which is a subgroup of the MSCSA. We are also participating in a GMC project to evaluate the predicted validity of medical MMIs. We are in the process of uploading our historic MMI data (2009 onwards) to the UK Medical Education Database (UKMED).

2.5.2 Financial Support

OFFA's financial support evaluation toolkit

We have recently used the 'OFFA financial support evaluation toolkit' to assess the impact of St George's bursaries on student success. In consultation with staff at OFFA, adaptations were made to the model to compensate for St George's small size and specialised nature. No significant differences were found between students receiving the bursary and those from a comparable household income bracket who were not receiving the bursary, or between students of comparable household income brackets receiving differing levels of bursary funding. According to OFFA guidance, this result suggests that either bursaries are effective, or that there is no impact of financial disadvantage on educational outcomes. Further qualitative evaluation suggested that bursaries were contributing to the academic success of the students in receipt, informing the university's decision to continue to commit a high proportion of expenditure to this financial support. Following this feedback from students, we have made changes to the levels of the

bursaries, to avoid a steep drop in the amount available depending on income level. We will again use the toolkit in 2019-20 to evaluate the impact of the financial support we offer.

2.5.3 Student Success and Progression

We monitor student retention and success data by a range of demographic characteristics to ascertain whether trends identified by HEFCE's Higher Education and Beyond: outcomes from full time first degree study (ref 2013/15) have resonance with our student body (as demonstrated in Table 3). This analysis has informed deeper investigations into issues such as the BAME attainment gap and the effectiveness of our disability service.

Student progression, completion and attainment is monitored in course committees and by three monitoring committees which report to Senate (our body of academic authority). Annual Programme Monitoring Reviews written by each programme and monitored at one of these three committees are reported to the Quality and Enhancement Committee. Reviews evaluate student progression and are used to develop course actions plans which identify improvement targets against timelines. These are, in turn, monitored by course committees. To strengthen these arrangements a new group will be formed, chaired by the Deputy Principal to oversee the Annual Programme Monitoring Review across the University. Both this group and the University TEF group will review metrics in relation different student groups.

As detailed in 3.3.5, there has been a comprehensive approach to monitoring, understanding and addressing the BAME attainment gap. Informed by the research findings, work will continue to embed annual monitoring of the attainment gap on a course by course basis, to raise awareness about the attainment gap, to make changes to course materials to avoid reinforcing stereotypes, to embed diversity issues in staff and student trainings and to offer BAME students opportunities for mentorship.

Equal Opportunities Monitoring

We have added additional categories to our equal opportunities monitoring, so are now able to monitor under-represented groups and those with protected characteristics as listed in the Equality Act 2010, for instance: age, disability, sex, sexual orientation, religion and belief, race, marriage/ civil partnership, maternity and transgender status. Moreover, since 2017/18 a process has been embedded for annual, course specific monitoring of attainment in relation to diversity characteristics.

2.6 Student Engagement

Students are involved at a strategic level in influencing plans for WP through consultation and representation on decision making bodies. The Students' Union President and Vice President are members of both the Access and Participation Plan Monitoring Group and the Education and Student Strategy Committee, which provides strategic leadership for and oversight of, the Strategic Plan for education and the student experience, including WP objectives. One of our students serves as the WP lead for the BMA Medical Students Committee and is consulted on relevant activities at St George's, offering a valuable perspective through his national-level role.

Supporting the WP staff team are ten Student ambassador Consultants who draw on their experiences of delivering WP activities to refine and improve them, designing programmes and resources to engage and inspire the school children they work with. For example, the Student ambassador Consultants had full responsibility for the content of the Experiment Roadshows and they also help train new student ambassadors. Ideas for expanding their role further are being explored.

As noted in our Ambition and Strategy and detailed in 3.3.5, addressing the BAME attainment gap is a high priority for St George's. Over the past year there has been wide consultation through interviews and focus groups to capture qualitative data from students about the reasons for differences in student success between different ethnic groups. Students were involved in both the design and conduct of this research and through to 2019/20 will shape priorities and plans for responding to the findings. We have also interviewed students in receipt of bursary to gain insights into their experiences of this support, which have informed our future offer (see section 3.4).

From 2018 some medical students have been able to choose a Students Selected Component (an in-depth academic project often involving research) focused on WP, investigating the impact of WP in medicine, particularly through outreach work and student-led initiatives. From 2019/20, all medical students will have this opportunity, with the project aims linked to the long-term institutional WP strategy.

MMIs are an integral element of selection processes for Medicine programmes and help level the playing field for students from WP backgrounds. From 2017/18, students have been involved in the design of MMI stations and they will continue to influence these processes to ensure they are rigorous and unbiased.

3. Access, student success and progression measures

3.1 Access (outreach)

The principal aim of St George's outreach activity is to support and expand access to healthcare professions for under-represented groups. This is achieved through a portfolio of initiatives designed for different stages of the student life cycle from raising aspirations and attainment, Information Advice Guidance provision and admissions support, through to retention and skill development for successful progression to PG study and employment by way of our Student Ambassador scheme.

Existing activity has been broadened to include all St George's healthcare undergraduate degree courses from 2017 following changes to NHS funding for Physiotherapy and Radiography qualifications. With a small outreach team of three FTE, we are proud of the breadth and volume of outreach activity delivered, working with over 200 state primary/secondary schools and FE colleges, and providing over 4500 young people with face to face activity every year. Some of our core activity is listed below, indicating the primary focus for each, and evidence based justification for the most resource intensive interventions.

Our Outreach activities are often combined to act as a multiple intervention programme with participants invited to attend subsequent outreach activities through their pre- and post- 16 years and this programme is highlighted as an example of best practice in three publications;

- Medical Schools Council publication; A journey to Medicine: Outreach Guidance. Available at: <http://www.medschools.ac.uk/SiteCollectionDocuments/MSC-A-Journey-to-Medicine-Outreach-Guidance.pdf>
- British Medical Association feature 'The Right Mix', published in October 2015 (<http://www.bma.org.uk/features/therightmix/>)
- NHS Health Education England Widening Participation Directory; A directory of best practice. Available at: <https://hee.nhs.uk/our-work/developing-our-workforce/widening-participation/widening-participation-directory-0>

3.1.1 Primary Practice after school club

An aspiration raising activity which offers Year 5 and 6 pupils the opportunity to learn more about medicine and healthcare, develop their scientific knowledge, learn practical life skills such as basic first aid and sign language, and enhance their confidence and team working skills. Siblings and parents/carers are encouraged to participate by way of an activity book to be completed at home. Teachers and parents/carers attend the end of programme graduation ceremony and participate in project evaluation.

3.1.2 Spring/Summer Schools

An aspiration, attainment raising and IAG activity for Year 7-12 students, designed to raise aspirations, increase awareness of a range of educational and career opportunities in medicine and healthcare, and give participants an insight into studying healthcare subjects at university. Each course is tailored to the year group participating, utilising an extensive range of on-site training facilities.

A ten year evaluation of this activity demonstrated that it has a significant impact on participants' aspiration and application to healthcare related HE courses. This provided a clear indication that we should continue to offer healthcare specific summer school activities for learners. The evaluation also enabled us to review the components to ensure that we provide participants with information and skills that are valued (Hammond, J.A., Dakin, C., White, H., Treadwell, E., Grant, R. (2014) 'Ten Years On: The Long Term Impact of Widening Participation Healthcare Summer Schools', *Journal of Widening Participation and Lifelong Learning* (volume 17, number 4, December 2015).

3.1.3 Clinical Skills Taster Days

An aspiration raising and IAG activity for Year 8-13 students, designed to increase awareness of educational and career opportunities in medicine and healthcare and give insight into studying healthcare subjects at university. Each event is tailored to the year group and needs of participants in collaboration with school contacts.

3.1.4 The Experiments Roadshows

An aspiration raising and IAG activity for Year 5-11 students, delivered in schools by specially trained Student Ambassadors and designed to increase awareness of educational and career opportunities in medicine and healthcare. Classroom science is put into real life medical and healthcare contexts. Age appropriate advice on entry routes and the application process is provided. Roadshows are offered for Medicine, Physiotherapy, Paramedic Science, Radiography and Healthcare Science.

The above activities are all course specific, linked to National curriculum objectives and support the academic attainment of participants, providing cross curricular associations and the extension of knowledge beyond the classroom.

3.1.5 Soft Skills Development workshops

An IAG and admissions support activity for Year 11- 13 students, enhancing key skills and qualities beyond academic ability, and supporting students as they prepare for medical and healthcare interviews. Two workshops are offered;

Work experience and reflection workshop - what form and types of experience are relevant and why, how work experience relates to the core competencies for healthcare, what reflection is, why it's important and how it can be used to support their application to a healthcare course.

Interview/MMI workshop - insight into the logistics of the MMI approach and help on preparing for a healthcare interview, whether MMI or a traditional panel interview.

3.1.5 St George's Healthcare Shadowing Scheme

In collaboration with St George's University Hospitals NHS Foundation Trust, this scheme offers Year 12 students from Wandsworth and Merton state schools the opportunity of a healthcare shadowing placement at St George's Hospital or local Primary Care placements in a GP practice.

As a prerequisite for all medical, and the majority of allied healthcare subjects, securing relevant work experience can be a major barrier for some students. The unequal access to work experience opportunities for students from lower socio-economic backgrounds was highlighted in the Milburn report in 2012. In line with PRACTISE guidance (MSC Selecting for Excellence Report 2013), and to ensure participants are fully supported throughout their healthcare shadowing placement, the St George's WP team provide participants the following;

- Financial assistance to ensure students can attend their shadowing placement
- A contact in the WP team to provide additional support before, during and after their placement
- A pre-placement induction session, to ensure students are fully prepared and aware of their personal expectations and those of the NHS staff/department they will be working with
- A post placement session to reflect on their experiences, recognise the development and skills gained, and how to present this when applying for a university course or at interview
- A completion certificate.

Our scheme received the Widening Participation Work Exposure Award from Health Education England in June 2016, and is highlighted as an example of best practice in the NHS Health Education England Widening Participation Directory; A directory of best practice. Available at: <https://hee.nhs.uk/our-work/developing-our-workforce/widening-participation/widening-participation-directory-0>

3.1.7 Student Ambassador Scheme

This scheme employs 275 undergraduate and postgraduate students, representing every course and year group at St George's. Ambassadors are recruited via a competitive application process, DBS checked (unless already completed for their course) and receive training on the aims and objectives of WP, working with young people, presentation skills, child protection/safeguarding training, and project specific training as required. During the 2016/17 academic year, ambassadors logged over 7,900 hours of activity, enabling the WP team to meet our stretching activity targets and engage over 4500 young people in face-to-face activity.

3.1.8 Raising Attainment

Following OFFA's guidance to increase focus on raising the academic attainment of pre-entry students, a new GCSE science attainment raising programme has been developed and will be piloted with a 20 week programme in 2018/19. Each session will focus on a topic within the GCSE science curriculum. Prior to each session, participants will undertake a diagnostic assessment of the strengths and weaknesses within that topic. Using pre-designed materials, trained student tutors will use the assessment to design a revision session tailored around the weaknesses of the group. Progress before, during and after each session will be monitored and tracked, and students' predicted GCSE Science grade will be compared to actual attainment in their terminal GCSE Science examples. If deemed successful after a review and

evaluation of the pilot, the programme will be imbedded into our suite of outreach activities with outcomes based targets set from 2019/20.

3.2 Access (admissions)

St George's admissions policy strives to be fair and transparent, upholding the principles of opportunity and consistency for all. We aim to consider an applicant's achievement within the context of their educational background. Whilst doing so, St George's must also continue to ensure that our entry requirements are both competitive and appropriate for the academic rigour of our programmes and for the students we seek to attract.

Alan Milburn's report, 'University Challenge: How Higher Education can Advance Social Mobility (2012)' notes our innovative measures to widen access to health professions.

3.2.1 Adjusted Criteria (AC) Scheme

St George's was one of the first universities to imbed the use of contextual data in admissions. Implemented in 2003, the AC Scheme provides up to two grades reduction to A-Level entry requirements for students applying from non-selective state schools in England with an average A-Level grade of D+ or below, or in the bottom 20% nationally for progression into Higher Education. The scheme is applied to our Medicine (MBBS5), Biomedical Science, Physiotherapy and Healthcare Science (Physiological Sciences) degrees.

For 2017 entry we implemented the recommendations of an independent report and internal review to evaluate the effectiveness and scope of our AC scheme. The changes led to a significant increase in AC offers for 2017 entry in comparison to previous years and we have embedded them for 2018 entry.

3.2.2 Revising GCSE entry requirements

Our AC scheme for widening participation only adjusts for Level 3 (A level) qualifications and makes no adjustments for GCSE grades. Following a review and competitor analysis in 2017/18, GCSE entry requirements for MBBS5 and other BSc courses will be reduced from 2019.

This is a significant change to our entry requirements. We believe that our previously high GCSE requirements may have been a barrier to candidates from WP backgrounds and therefore in making these changes, we hope to attract more students from WP backgrounds and AC schools. In simplifying our GCSE requirements, we anticipate more applicants being eligible for our AC scheme.

3.2.3 Multi Mini Interviews (MMI)

MMI have been developed from international best practice in medical student selection and have been shown to minimise bias against candidate subgroups such as culture and gender, and focus assessment on appropriate constructs such as entry-level reasoning skills in professionalism. MMIs are used to select for our Medicine, Physiotherapy, Radiography, Occupational Therapy and Paramedic programmes.

3.3.3 Admissions Schedule

OFFA's National Strategy has, in the past, indicated that earlier responses to applications may have a positive impact on student success and retention. For 2019 entry we are planning changes to the admissions schedule to enable us to hold interviews and make offers earlier in the cycle. We believe this will improve the applicant experience, and will enable us to better engage with offer holders and improve the provision of information.

3.3 Student Success and Progression

The Strategic Plan for Education and Students “Transformative education, in partnership”, sets out how the University will provide a transformational education experience, working in partnership with students to foster an inclusive learning environment. A strategic focus on student outcomes and learning gain will support identification of any disparity in learning opportunities and attainment with robust measures in place to address these.

3.3.1 Integrated and alongside Learning development

Integrated learning development support is provided to all students via timetabled activity. We also provide alongside provision via the Study + programme within which are a range of face-to-face and online support and enhancement activities to which students can self-refer and are directed to via support and academic staff. These activities are developed in accordance with identified need, via student feedback and from interrogation of data on student characteristics.

For example, data in March 2018 showed that 35% of our students had a one-way journey by public transport of at least one hour. Consequently a Studying on your Commute resource has been developed for Study+ and there has been national interest in this unique provision.

3.3.2 Learning Advocates Scheme

The scheme was started in 2016 by the Learning Development team in the Centre for Innovation and Development in Education and has grown to 38 students. Students are actively encouraged to co-/create, review and publicise learning opportunities and resources. These include development of a Get Started resource for incoming students (arising from a Learning Advocates workshop at Education Day), a careers resource on developing an effective CV, management of 'Learning thing of the month' (selecting and publicising a learning resource), and creation of resources on making the most of placement/research projects. Learning Advocates presented a paper on their activities at a national Conference, RAISE 2017 (Researching, Advancing and Inspiring Student Engagement).

3.3.3 Establishing a clear network of student support

All St George’s students are able to access the support that they need to be successful in their educational development via a number of mechanisms available routinely for all; or specific services for those in specific temporary or chronic need e.g. finance, disability, counselling.

Through our FHSCE with Kingston University, every student has access to the support services available at any campus of either institution. This enables students not to be disadvantaged by distance or geographical location and demonstrates an ongoing commitment to the student experience. An example of this is the Academic Skills Centre which is a joint initiative run on all campuses for all students to access. Similarly, we have collaborations with many clinical trusts across London, which allows students access to placements in a range of geographical locations.

Students who need more intense support are monitored by the personal tutor lead and the Dean for Students, who jointly maintain oversight of the wellbeing and progress of students who are perceived to be at greater risk for social, psychological or physical reasons. Students who are struggling to progress, or engage with courses, are referred to the Student Progress Monitoring Committee which meets termly, with input from the course leads, occupational health, an SGUL psychiatrist, a lay representative and students and staff from other universities. This committee ensures that students who are struggling to

progress are receiving adequate levels of support for health and social needs, and also deals with disciplinary matters.

A full external review of support services was completed in 2017/18. It concluded that appropriate services are being provided with fewer students waiting to access counselling than in other universities, that there is a “family” community at George’s, and that the immediate access to emergency and hospital services is of benefit to students. Areas for improvement in the structure of support services, in training offered and the on-line resources available were identified. On the basis of these, additional services have been added, including a revised Chaplaincy service from 2017/18 and an online wellbeing support service from 2018/19. For 2019/20 we will be developing a standard suite of service reports linking service interventions with progression and retention data.

3.3.4 Student-Staff Partnership Project Grants

This project was relaunched in 2017/18 with a focus on student and staff collaboration. Harnessing joint insight, ideas and energy of our staff and student body, the aim is to enrich and enhance the educational and wider university experience for St Georges’ students. The project has been designed to improve the experience of all students, but specific Access funding has been ring fenced within the new approach to encourage greater participation and to facilitate change that reflects our commitment to projects that are likely to support inclusion.

3.3.5 BAME attainment gap

In response to the BAME student attainment gap, in 2016 we established a Student Attainment Working group and this was succeeded in 2017/18 by an Equality and Diversity Steering Group; one of the main focuses of these groups has been attempting to monitor, understand and address the BAME gap. An action plan was produced and in 2017/18 the first phases began, which involved reviewing the literature on strategies for addressing the gap and interviews and focus groups with staff, and with students from various ethnic groups about their views on the reasons for poor BAME attainment. The resulting data have been subjected to detailed qualitative analysis.

When exploring the barriers to BAME attainment, two main themes have emerged among students; social factors and stereotyping. Social factors include the influence and demands of the family, and ethnically defined student networks. For example, the informal transfer of academic knowledge between students appears to be based around the networks to which they have access to, and as these are often ethnically defined those not within them can feel they are biased against. As regards stereotyping, this includes BAME students’ perceived ethnic stereotyping and experience or observation of actual stereotyping, and this appears to result in reducing student confidence and increasing anxiety, especially during examinations. Course content was also raised as a way in which stereotypes were being reinforced, such as through the language used when describing certain ethnic groups and the examples used for ‘typical’ cases for negatively-perceived medical conditions.

Amongst staff the main themes relate to student social factors, and student and staff behavior. Whilst the university’s student population was often described as diverse, this was not seen as the case for staff, leading to a feeling that students from certain ethnicities do not have enough staff role models at the university. Student segregation by ethnicity was noted, especially in lecture theatres.

In 2019/20 and beyond, actions will be taken to respond to the above findings, including staff and student training and curriculum review. Some of the observed barriers cannot be easily addressed, such as the

demands of family. However staff and students can be made aware of all the barriers. Other barriers, such as perceived stereotyping among examiners can be addressed, for example by ensuring that all examiners undergo unconscious bias training and that the students are made aware of this. The university will also consider ways of providing more centralized academic resources (e.g. past examination papers), so students do not have to rely on student networks to transfer information.

3.3.6 The St George's Award

The St George's Award is an established scheme through which students can evidence skills and experience from participation in extracurricular activities for future employers or postgraduate applications. Participating students come from a range of courses, and are representative of a variety of backgrounds, including mature students and students from BAME groups. Demographic analysis of awardees, completed in Autumn 2016/17, showed that the awarded students were representative of the St George's student population as a whole, indicating that the Award serves all groups within the student body.

Going forward, the Award is likely to evolve to become a portfolio for evidencing experience relevant for employability and measures of learning gain.

3.3.7 Support into employment

Students receive extensive careers and employability support from an embedded Careers Consultant and have access to the benefits, networks, knowledge and support of a shared careers service at all times (University of London Careers Group). Tailored, timetabled workshops and events with external speakers, including alumni, are integrated into programme timetables for effectiveness.

As participants in The Careers Group's HEFCE-project Careers Registration, we have used careers registration to track learning gain of all students over the last three years. The data show a direct correlation between gaining work experience and being ready to apply for work and this has shaped careers support and guidance.

3.4 Financial Support

We will continue to provide bursaries to support to students from low income households and a hardship fund to students who evidence financial need during their programme. This approach provides support for the whole student lifecycle, therefore aiding retention as well as recognising the additional needs of students from low income backgrounds. Our approach to in-programme support and disability funding indicates our strong focus on inclusivity, accessibility and a whole institution approach to supporting the entire student lifecycle. In addition, St George's will continue to provide academic prizes and sports bursaries, as well as supporting access to statutory provisions such as Disabled Students' Allowances and grants for dependants.

3.4.1 Income assessed (and care leaver) bursary

Our existing (2018/19) scheme offered a bursary of up to £2,100 to students with a household income of up to £25,000, dropping to £600 for the next band. A survey of our students regarding the bursary scheme revealed an opinion that this was unfair and analysis of bursaries offered by competitor institutions supported this view. As such, we have reduced the range and number of bursaries available as below:

Band – Household Income ¹	Amount
Band 3 - Up to - £20,000	£1,700 + £300* for year 1 and £1,000 for subsequent years
Band 2 - £20,001 - £30,000	£1,400 for year 1 and £500 for subsequent years
Band 1 - £30,001 - £42,875	£1,000 for year 1 and £500 for subsequent years

*If they firmly accept an offer of a place by the UCAS deadline in June.

Students who are care leavers will receive the full £1,700 support package, regardless of household income. Students who meet band 3 criteria and have attended a St George’s WP Summer School will receive an additional award of £100 in their first year.

Following the NHS Bursary Reforms we include in our bursary package those students undertaking Allied Health Professional courses who have moved to the student loans system. The following groups of students are *ineligible* for receipt of the above bursary; NHS funded students, any other students whose fees are paid or part paid through a sponsorship arrangement, students transferring into a St George’s undergraduate degree programme after completion of another programme, students undertaking a post graduate qualification, 1st year graduate entry medical programme students (MBBS4) students.

Students who meet the criteria and continue to remain eligible for income assessed support from SFE will continue to receive this bursary for the duration of their main programme of study. St George’s Medicine students on an intercalated programme at St George’s who are under the new fee system will receive the same level of bursary support as other St George’s students as under the Access and Participation Agreement at the time of their initial entry into St George’s.

Students who entered SGUL prior to 2019/20 will continue to receive the bursary package outlined in the relevant Access Agreement, subject to remaining eligible under the package conditions of that Agreement.

3.4.2 Hardship Funding

St George’s will continue to use a proportion of our Student Opportunity Fund; Supporting Successful Student Outcomes allocation to offer a hardship fund to home students. We will also continue to add to the fund from additional fee income so that we are better able to support students who evidence financial hardship during their programme of study. We will conduct our own assessment of financial circumstances to evaluate need and make cash awards to those students deemed to have an additional financial need. This will include postgraduate students. We are keen to support PG students and we continue to act in accordance with the Postgraduate Student Loans Scheme.

3.4.3 Disability Support

Funding for disability support is also included in the Student Opportunity Fund; Disabled Students’ Premium. With changes to Disabled Students’ Allowance (DSA) and the emphasis on universities embedding accessibility, we will ensure that additional fee income supports this work. We will continue to provide the cost for evidential educational psychologist reports for students with assessed indicators of SpLDs as well as funding additional support measures that may fall outside of DSA funding in 2019/20.

¹ We have chosen to align the maximum household income threshold of our package with government support arrangements, and will review the position if these arrangements change significantly. The maximum threshold will be maintained in line with SLC threshold and so may increase year on year. The amount of the bursary may be increased in line with inflation each year.

4. Investment

St George's plans to maintain our investment in Access and Participation activities at over 30% of our higher fee income. This includes new and existing measures and collaborative activities within the networks and partnerships. We will continue to use the findings of our evaluation activities to target these activities in future years.

Our predicted APP countable expenditure for 2019/20 is below, equating to 30.1% of the projected higher fee income in 2019/20:

- £484,792 on access activities
- £363,405 on success activities
- £73,090 on progression activities
- £999,500 on bursaries and hardship funds

5. Provision of information to students

Full details of the funding available to support students with their university tuition fees and living costs are available on our [website](#), including guidance on how eligible students can apply for a tuition fee loan, a maintenance loan and extra help if they have a disability, or children or adult dependents they need to support.

We also widely promote the [St George's Opportunity Fund Grant](#), our bursary which aims to assist students from lower income backgrounds. We are clear that there is no separate application to complete to receive this funding. The only step required is to ensure that students and their parents/sponsors give permission on their student finance application for financial information to be shared with the university. Continuing students eligible for the Grant are contacted annually with information to confirm the package they will receive, in line with the amount advertised at the point of application.

Tuition fees information is included alongside details of each course on our website so is clear to prospective students from the outset. There is a note that fees may increase as permitted by government, which will normally be in line with inflation.

Our Access Agreements are published on our website under [Corporate documents](#) and are signposted from our [Fees and funding](#) and [Widening participation](#) pages.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Fees for students are likely to increase each year as permitted by the government, which will normally be in line with inflation.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,900
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	That an increasing proportion of our first degree entrants come from state schools and colleges (measured on a rolling three year average). Baseline data provides the three year average from 2012/13-2014/15	No	Other (please give details in Description column)	82.3	>83.0	>84.0	>84.5			
T16a_02	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	That we surpass our location adjusted benchmark for the percentage of first degree entrants who come from state schools and colleges (measured on a rolling three year average). Baseline data provides the three year average from 2012/13-2014/15	No	Other (please give details in Description column)	82.3	>location adjusted benchmark by 0.4%	>location adjusted benchmark by 0.5%	>location adjusted benchmark by 0.6%			
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	That an increasing proportion of our first degree entrants come from low participation neighbourhoods (measured on a rolling three year average). Baseline data provides the three year average from 2012/13-2014/15	No	Other (please give details in Description column)	4.8	5.8	6.2	6.3			
T16a_04	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	That we surpass our location adjusted benchmark for the percentage of first degree entrants from low participation neighbourhoods by an increasing amount (measured on a rolling three year average). Baseline data provides the three year average from 2012/13-2014/15	No	Other (please give details in Description column)	4.8	>location adjusted benchmark by 0.6%	>location adjusted benchmark by 0.6%	>location adjusted benchmark by 0.7%			
T16a_05	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	That an increasing proportion of our first degree entrants come from NS-SEC groups 4-7 (measured on a rolling three year average). Baseline data provides the three year average from 2012/13-2014/15	No	Other (please give details in Description column)	30.3	30	30.5	31			
T16a_06	Access	Socio-economic	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	That we surpass our location adjusted benchmark for the percentage of first degree entrants from NS-SEC groups 4-7 by an increasing amount (measured on a rolling three year average). Baseline data provides the three year average from 2012/13-2014/15	No	Other (please give details in Description column)	30.3	N/A	N/A	N/A			Target discontinued - HESA withdrew NS-SEC KPI benchmarks. Discussed and agreed with OFFA (March 2017)
T16a_07	Student success	Multiple	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	That we achieve below our benchmark for the percentage of first degree entrants who do not continue following their first year of entry (measured on a rolling three year average). Baseline data provides the three year average from 2011/12-2013/14	No	Other (please give details in Description column)	3.3	<benchmark	<benchmark	<benchmark			

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	Spring/Summer Schools - interactive courses for Year 7-12 students, designed to raise young people's aspirations, increase awareness of a range of educational and career opportunities in medicine and healthcare, and give participants an insight into studying healthcare subjects at university. Each course is tailored to the year group participating, utilising an extensive range of on-site training facilities, the Experiments Roadshows, Soft Skills workshops, Student Ambassadors, academic teaching staff, alumni, and other healthcare professionals. Micro level participant targeting employed, with priority groups being non-selective state schools students with; no parental experience of HE, NS-SEC 4-7, claiming /eligible for FSM, LAC, Disability/SEN, Polar 3 category 1, white working class boys, Caribbean students. This is a multiple intervention programme with students invited to attend follow-up activity through to Year 13.	No	2014-15	7 events for 302 students	6-8 events for 320 students (maximum)	6-8 events for 320 students (maximum)	6-8 events for 320 students (maximum)			
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Primary Practice after school club - an aspiration raising activity which offers Year 5 and 6 pupils the opportunity to learn more about medicine and healthcare, develop their scientific knowledge, learn practical life skills such as basic first aid and sign language, and enhance their confidence and team working skills. Siblings and parents/carers are encouraged to participate by way of an activity book to be completed at home. Micro level participant targeting employed, with priority groups being non-selective state school students with; no parental experience of HE, NS-SEC 4-7, LAC, disability/SEN, Polar 3 category 1, claiming/eligible for FSM, white working class boys, Caribbean students. This is a multiple intervention programme with students invited to attend follow-up activity through to Year 13.	No	2014-15	10 schools and 116 students	10-12 schools and 144 students (maximum)	10-12 schools and 144 students (maximum)	10-12 schools and 144 students (maximum)			
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	The Experiments Roadshows - an aspiration raising and IAG activity for Year 5-12 students, designed to increase awareness of a range of educational and career opportunities in medicine and healthcare. These activities put the science that students learn at school into real life medical and healthcare contexts, and provide age appropriate advice on entry routes and the application process. The Experiments Roadshows take place in schools and are facilitated by specially trained Student Ambassadors. Macro level school targeting is employed with priority booking given to non-selective state schools with =>40% pupils eligible for FSM at any time during the past 6 years.	No	2014-15	100 individual sessions, reaching approx. 1800 students	100-120 individual sessions, reaching approx. 2000 students (maximum)	100-120 individual sessions, reaching approx. 2000 students (maximum)	100-120 individual sessions, reaching approx. 2000 students (maximum)			
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Clinical Skills Taster Days - an aspiration raising and IAG activity for Year 8-13 students designed to increase awareness of a range of educational and career opportunities in medicine and healthcare and give participants an insight into studying healthcare subjects at university. Each event is tailored to the year group and needs of participants in collaboration with school contacts, utilising on-site clinical skills facilities, the Experiments Roadshows, and Soft Skills workshops. Macro level school targeting is employed with priority booking given to non-selective state schools with =>40% pupils eligible for FSM at any time during the past 6 years	No	2014-15	10 events for 386 students	8-12 events for 480 students (maximum)	8-12 events for 480 students (maximum)	8-12 events for 480 students (maximum)			

T16b_05	Access	State school	Outreach / WP activity (other - please give details in the next column)	<p>Soft Skills Development workshops - an IAG and admissions support activity for Year 11- 13 students, enhancing key skills and qualities over and above academic ability, and supporting students as they prepare for medical and healthcare interviews. Macro level school targeting/prioritisation is employed. Two workshops are offered;</p> <p>Work experience and reflection workshop - This session is an interactive exploration of what form and types of experience are relevant to healthcare and why, how work experience relates to the core competencies for healthcare, what reflection is, why it's important and how it can be used to support their application to a healthcare course.</p> <p>Interview/MMI workshop - Students learn about the logistics of the Multi Mini Interview (MMI) process and how to prepare. Rolled out across St George's healthcare courses since 2009, the MMI is an innovative approach to selection that involves a series of tasks and activities as a replacement for the traditional panel based interview. This workshop offers students an insight into this new approach and helps them prepare for their healthcare interview, whether MMI or a traditional panel interview.</p>	No	2014-15	42 workshops reaching approx. 850 students	40-60 workshops for approx. 1200 students (maximum)	40-60 workshops for approx. 1200 students (maximum)	40-60 workshops for approx. 1200 students (maximum)			
T16b_06	Access	State school	Outreach / WP activity (other - please give details in the next column)	Information advice and guidance presentations for Year 7-13 pupils. Tailored to the year group participating, these sessions ensure that students have an informed understanding of the courses on offer, the benefits of higher education study, the application and selection process, and the wide ranging financial support packages available. Macro level school targeting/prioritisation is employed.	No	2014-15	39 individual sessions reaching approx. 800 students	30-40 individual sessions reaching approx. 800 students	30-40 individual sessions reaching approx. 800 students	30-40 individual sessions reaching approx. 800 students			
T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	www.tastefomedicine.com - a free, open access IAG resource for all ages and all students. The website is split into four chapters; offering IAG on the range of educational and career opportunities in medicine and healthcare; how to find and reflect on healthcare work experience; the importance of enhanced communication skills for healthcare interviews and future education and career development; and IAG on teaching and learning in HE, aiding the transition for students from post 16 to degree level study.	No	2014-15	Ongoing promotion of the resource. 19,000 unique visitors	Ongoing promotion of the resource.	Ongoing promotion of the resource.	Ongoing promotion of the resource.			The website will be migrated from Flash software to HTML5 to increase visitors and ensure long-term future of resource
T16b_08	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	In collaboration with St George's University Hospitals NHS Foundation Trust, the St George's Healthcare Shadowing scheme offers Year 12 pupils the opportunity of a healthcare shadowing placement at St George's or Queen Mary's Hospital. Following the Medical Schools Council, Selecting for Excellence PRACTICE guidelines, participants are fully supported throughout. Micro level participant targeting is employed, with priority groups being non-selective state schools students from Wandsworth or Merton with; no parental experience of HE, NS-SEC 4-7, claiming /eligible for FSM, LAC, Disability/SEN, Polar 3 category 1, white working class boys, Caribbean students. This is a multiple intervention programme with eligible Primary Practice and Spring/Summer School graduates invited to apply, and follow-up activity offered through to Year 13.	Yes	2014-15	50 placements	30-60 placements	30-60 placements	30-60 placements			Broad targets have been set to allow for yearly fluctuations in placement availability within the NHS Trust.
T16b_09	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Aimhigher London South Ltd works to ensure fair access to higher education for young people from non-traditional backgrounds. This is achieved by linking schools, colleges, universities and education providers together to work effectively. AHLS works in partnership with 11 universities, 28 schools and three further education colleges across London and the South East to provide a sustained programme of collaborative intervention activities for pupil in Year 8 to Year 13. Students from non-selective state schools, Polar 3 category 1 and no parental experience of HE are prioritised.	Yes	2014-15	6 events reaching approx. 600 students (with direct contribution from SGUL)	8 events reaching approx. 800 students	8 events reaching approx. 800 students	8 events reaching approx. 800 students			Targets are based on the number of collaborative Aimhigher London South events with direct contribution from SGUL.

T16b_10	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	We will deliver a collaborative programme of activities for looked after children in conjunction with Aim Higher London South, Kingston University and St Mary's University. This programme consists of four events per year for Key Stage 3 and 4 students, with a maximum of two events taking place at St George's. Regular meetings with partner HEI's and borough LAC contacts ensure appropriate content and delivery.	Yes	2014-15	4 events for 101 students	4 events for 50+ students	4 events for 50+ students	4 events for 50+ students			
T16b_11	Access	Attainment raising	Operational targets	Research and development to investigate enhancement of existing and/or development of new attainment raising outreach activity	No	2017-18	Indirect attainment raising via existing outreach activity (as outlined above)	Pilot new attainment raising activity	Review, amend and imbed new attainment raising activity				

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

With a small undergraduate population, relatively small differences to student intake and demographics can have a marked impact on our annual HESA key performance results. To mitigate for fluctuations and provide a clearer picture of long-term trends, our monitoring return outcomes are calculated using a rolling three year average of published HESA KPI and internally collated NS-SEC results.